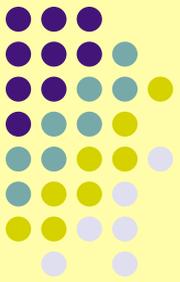


# Storypath

**Margit E. McGuire, Ph.D.**  
**Seattle University**



# Why teach social studies?

To prepare students for living in a democratic society and interdependent world.

- To be informed and thoughtful
- To act politically
- To have moral and civic virtues such as concern for others, social responsibility and the belief in the capacity to make a difference.

**“A clear and compelling narrative helps us find meaning, not just scattered facts and abstract ideas. Stories help us remember and make sense of our lives and the lives around us....A story is not a diversion; the best stories make our lives more understandable and focused” (p. 48).**

Wiggins, G & McTighe, J. (1998). *Understanding by design*. Alexandria, VI: ASCD.

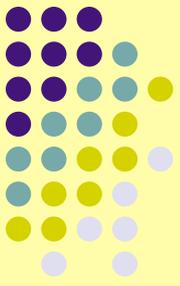
### **And others...**

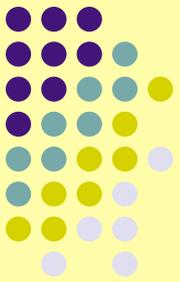
Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.

Egan, K. (2001). Imagination. *in Turning the perspective: New outlooks on education*. Enschede: CIDREE/SLO

Egan, K. (1990). *Romantic understanding: The development of rationality and imagination, ages 8-15*. New York: Routledge.

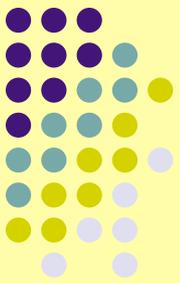
Downey, M. & Levstik, L. (1991). Teaching and learning history. In J. Shaver (Ed.). *Handbook of research on social studies teaching and learning* (pp.400-410). New York: Macmillan.





Research suggests that students start to develop social responsibility and interest in politics before the age of nine. The way they are taught about social issues, ethics, and institutions in elementary school matters a great deal for their civic development.”

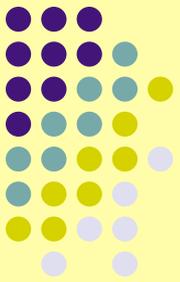
Civic Mission of Schools, p. 12



# A Powerful Narrative Structure for Curriculum Integration: The Storypath Strategy

The Storypath strategy uses the components of story--**scene**, **character** and **plot**--to organize curriculum into meaning and memorable learning experiences.

It is more than reading a story, it is living the story guided by the teacher as learners create the **scene**, become the **characters** and solve the problems presented through the **plot**.



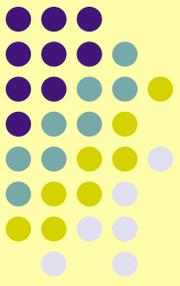
# What is Storypath?

The Storypath strategy uses the components of story--**scene**, **character** and **plot**--to organize curriculum into meaning and memorable learning experiences.

Storypath offers both a **structure** to organize learning experiences

AND

a **strategy** of teaching that utilizes an inquiry/questioning process.

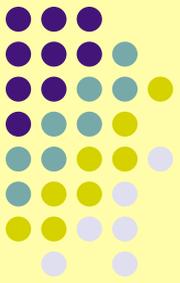


# A Typical Storypath Structure...

## Episodes

- **Creating the setting**
- **Creating the characters**
- **Building context**
- **Critical incidents**
- **Concluding Event**

# The Questioning Process

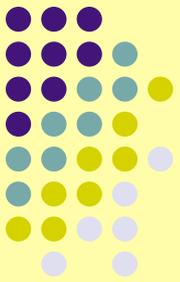


**Problematizes content, encourages  
substantive conversations**

**and**

**guides students' thinking about  
important concepts and values.**

# A Powerful Integration Model

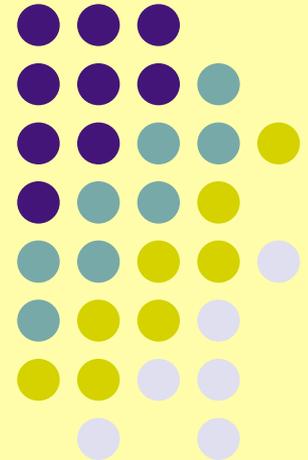


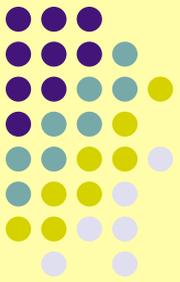
- **Social studies** provides an authentic and engaging context for literacy learning, especially informational literacy.
- Using literacy skills to learn about the social world provides authentic and meaningful applications.
- Literacy skills are practiced within a real world context.
- Acting politically, a hallmark of social studies, requires strong literacy skills.

# ***Democracy in Action: Communities Make Decisions***

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- Episode 1: The Community**
- Episode 2: The Community Members**
- Episode 3: Community Identify**
- Episode 4: Understanding Local Government**
- Episode 5: The New Shopping Mall**
- Episode 6: A Planning Commission Meeting**
- Episode 7: Celebrating the Community**





# Creating the Setting

Students create the setting by completing a frieze (mural) or other visual representation of the place.





MULTIPLICATION TABLE

	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100





Welcome

CVS  
Pharmacy



Welcome To Bismarck

GYS Pharmacy

St. Mary's Hospital

HOSPITAL

HOSPITAL

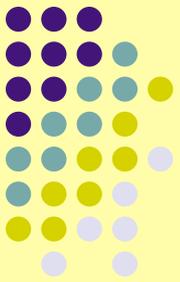
Supermarket

Grocery Store

Dentist

Touchdown Board

Fashon Karl

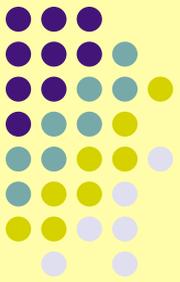


# Creating the Characters

Students create characters for the story whose roles they will play during subsequent episodes.



# Character Biography



- Character' s Name
- Age
- Date of birth
- Place of birth
- Occupation
- Personality traits
- Leisure activities
- Interesting anecdote
- Roles in the community

## Assessment:

The biography is appropriate to the family and community created. It includes an anecdote that is imaginative and believable. The figure of the character matches the biography. At least two logical communities roles are identified.

sense poem  
 happy blue  
 bubbly long  
 good food  
 colorful  
 love

girls  
 boys

Sense Poem  
 huge hills  
 and ocean  
 green grass  
 bubbly soft  
 happy

by  
 Evan

Sense Poem  
 Beautiful fall colors  
 kind kind ones  
 fresh flowers  
 Sweet fresh air  
 A crisp cool breeze

by Maxwell Lawson

The big blue sky  
 with white clouds  
 the big blue sea  
 with white waves  
 the big green grass  
 with white flowers  
 the big red sun  
 with white rays

Little blue  
 jumping over  
 lots of tall grass  
 because water  
 keeps it  
 cool

by  
 Evan

Love  
 just like you  
 and me  
 and you  
 and me  
 and you  
 and me

by  
 Evan





## CHARACTER INTRODUCTIONS

Prepare an introduction of your character using the guidelines below. You are going to introduce your character as though you were that person. In your family group, decide how you want to introduce yourselves using the following guidelines.

- Get into role. What will be interesting information to share about your family?
- Underline important information in your biography. Be sure to include your name and position in the family.
- Decide what else to tell about yourself.
- Keep your introduction short and to the point.

Practice your introductions in your family group. Use the checklist below to practice and to give feedback to others in your group.

Checklist for a good introduction:

- Am I in character?
- Am I including important information and interesting details?
- Am I speaking clearly and confidently?
- Am I making eye contact with my audience?

What feedback did you get?

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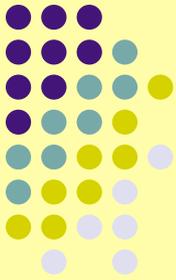


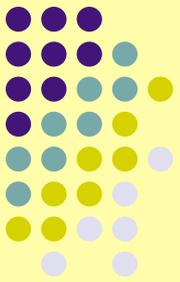
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Make improvements as necessary.

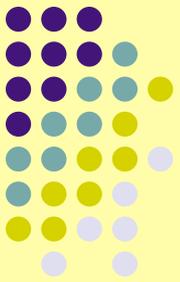




# Building Context

Students are involved in activities that stimulate them to think more deeply about the people and place they have created.





# Building Context...

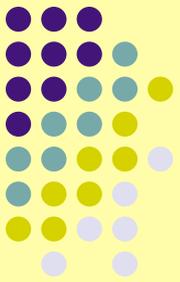
## Community Identity

What makes communities special?

Learning about...

- Timelines
- Community celebrations
- Special community features





# Building Context...

Understanding Local Government

Name \_\_\_\_\_ Date \_\_\_\_\_

**PLANNING COMMISSION**

**Application for Appointment**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Have you read the job description for the Planning Commission?

Yes \_\_\_\_\_ No \_\_\_\_\_

Please write a statement as to why you wish to serve on this Commission.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you for your willingness to serve the community.

DATE \_\_\_\_\_

**LOCAL GOVERNMENTS**

**Local Government Services**

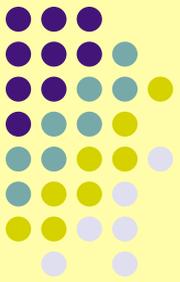
Local government provides the following services to the community:

- public safety such as police, fire, and street lights
- public utilities such as water, gas, electricity, and garbage pickup
- transportation such as streets, highways, and local bus or train service
- education and recreation such as schools, libraries, museums, parks, and sports facilities

**Local Government Structures**

	Mayor and Council	Council and Manager	Commission
<b>How representatives are selected</b>	Mayor: Elected by citizens Council: Elected by citizens	Council: Elected by citizens Manager: Appointed by council	The citizens elect three commissioners.
<b>Responsibilities</b>	The council makes the rules and policies. The mayor carries out the rules and policies.	The council makes the rules and policies. The council selects a mayor* from among its members. The mayor presides over council meetings. The manager provides policy advice to the council and is responsible for the daily operation of city government.	The three commissioners are: (1) Commissioner of Public Safety (This person also serves as mayor.) (2) Commissioner of Finance (3) Commissioner of Streets and Public Improvements The three commissioners make rules and policies for the city.
<b>Authority</b>	The mayor presides over council meetings but does not vote unless there is a tie.	The manager is responsible to the council and can be replaced by the council.	All three commissioners share the power equally.

\*In some cities the people elect the mayor.



# Critical Incidents

Characters confront problems typical of those faced by people of that time and place.

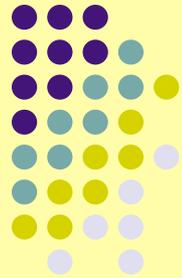


**PRESS RELEASE****Newspaper Article****New Development for**\_\_\_\_\_  
(Name of community)

\_\_\_\_\_: A submission  
(Name of community)  
for a zoning permit to develop three vacant blocks on the edge of town has been received by the Planning Commission. A new shopping mall is planned for this space. A spokesperson for the proposed shopping mall said that the company saw the development as a potentially valuable addition to the town, as it would provide new jobs, draw customers from a wide area, and help the town's economy.

The downtown business community is less enthusiastic about the plan, seeing the potential for closures and layoffs as the shopping mall takes customers away from the long-established stores. The very fabric of the community could be affected by this change.

"The long tradition of family-owned businesses and community friendliness will be threatened by this disastrous event," said a prominent business owner in downtown

\_\_\_\_\_  
(Name of community)



DATE \_\_\_\_\_

DATE \_\_\_\_\_



## ANALYZING THE ISSUE

What is the issue? \_\_\_\_\_

What is your position on the issue? \_\_\_\_\_

What are the main advantages? Write them in the first column.

What are the main disadvantages? Write them in the second column.

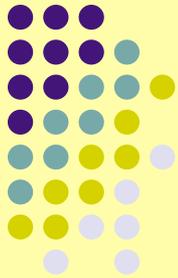
Advantages	Disadvantages

We brainstormed ideas for voicing our opinions about the issue. Look at the list below. Add other ideas from the brainstorming. Circle the one you think is best.

- |                          |            |                   |
|--------------------------|------------|-------------------|
| Letters to the newspaper | Fliers     | Posters           |
| Community meetings       | Marches    | Radio interviews  |
| Television interviews    | Parades    | Internet messages |
| Signs                    | Billboards |                   |

Prepare your persuasive project.  
Use the checklist as a guide for making your persuasive project.

- The writing or pictures are forceful and engaging.
- There is a clear position on the issue.
- Reasons for the position are clear.
- Care is shown in the making of the persuasive material.





### GUIDE TO ANALYZING CONTROVERSIES

Read the "Development Issues" on Content Card 7 and answer the following questions.

1. What is the controversy?

\_\_\_\_\_

2. What are the costs to the community of the proposed action?

\_\_\_\_\_

\_\_\_\_\_

3. What are the benefits to the community of the proposed action?

\_\_\_\_\_

\_\_\_\_\_

4. Who represents the two different sides of the controversy?

\_\_\_\_\_

\_\_\_\_\_

5. What are the different ways citizens voiced their opinions about this issue?

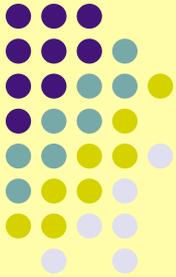
\_\_\_\_\_

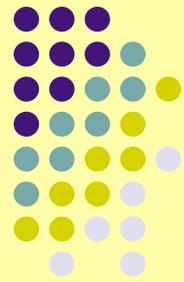
\_\_\_\_\_

6. What do you think the best solution or compromise would be? Explain.

\_\_\_\_\_

\_\_\_\_\_





## THE DEMOCRATIC PROCESS

In a democratic society, people have certain rights and responsibilities:

- the right to dignity
- the right to justice
- the right to security
- the right to free speech
- responsibility to respect the rights of others
- responsibility to be honest
- responsibility to participate in the democratic process
- responsibility to work for the common good
- responsibility to respect the property of others

The government also has certain responsibilities to protect our freedoms:

- responsibility to respect and protect people's rights, including the right to express their ideas
- responsibility to work for the common good

1. What is the difference between a responsibility and a right?

Use examples in your answer.

---

---

2. Why does the government have responsibilities to the people?

---

---



## PREWRITING: PERSUASIVE SPEECH

When you give a persuasive speech, you are trying to make your listeners agree with what you think about a particular issue. Follow the steps below to write and deliver a persuasive speech.

1. Review the advantages and disadvantages that you stated on page 15 of the Portfolio.
2. Have you changed your mind after listening to and seeing other people's ideas?
3. Do you have some new ideas you could add to your own position on the issue?
4. Organize your ideas.

Your position: \_\_\_\_\_

Reasons to support your position:

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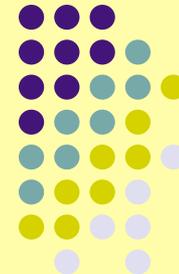


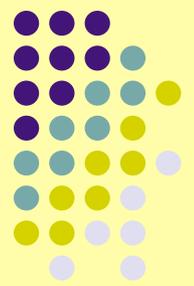
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5. Draft your speech on a separate sheet of paper. Focus on "voice" in your writing. Voice is when you write sincerely about what you believe. Use words that show passion for your position.
6. Edit your speech. Here are some ways to do this:
  - Catch the listeners' attention by asking a question, using an interesting quote or stating a shocking fact.
  - Offer some surprising information about the issue.
  - Make sure the information is accurate.
  - Offer a solution and tell why it is the best solution.
  - Check spelling and punctuation.





### SELF-ASSESSMENT: PERSUASIVE SPEECH

You have used the writing trait, voice, in writing your speech. Now you want the written voice to come alive when you deliver your speech. Work with a partner and practice your speech. Use the checklist below to give each other feedback.

Put a check next to the things you did.

- I spoke clearly and loudly.
- I looked at the audience.
- I spoke sincerely and with passion.
- I was prepared.

You may decide you want to edit your speech some more. Often speakers edit their speeches right up to the last minute.

You may decide you want to add some reminders for yourself to use when you are speaking. Sometimes speakers put little pictures on their written speech to remind them about the good speaking tips.



**Speak clearly and loudly.**



**Look at the audience.**



**Speak from the heart.**

---



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---



---

Name \_\_\_\_\_ Date \_\_\_\_\_

**LETTER TO A NEWSPAPER**

Newspapers often print readers' letters about important issues. Letters that present persuasive arguments to support their opinion are most likely to be printed. Use the questions below to plan your letter.

1. What is the issue you will address in the letter?

---

2. What is your position on the issue?

---



---

3. Give three arguments to support your position.

---



---



---

4. What solution would you suggest to resolve the issue?

---



---

Using the information above, write the letter in the format shown. Use your best handwriting (or use a computer) and check your letter for any spelling mistakes.

Remember to:

- state your position in the beginning;
- give specific arguments for your position.

*(your name and address)*

*(today's date)*

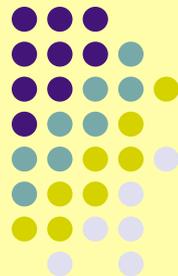
*(address of newspaper)*

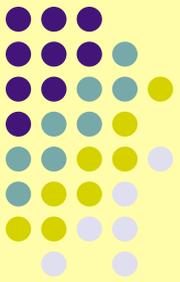
Dear Editor:

*(body of letter)*

Sincerely,

*(your name)*





# Concluding Event

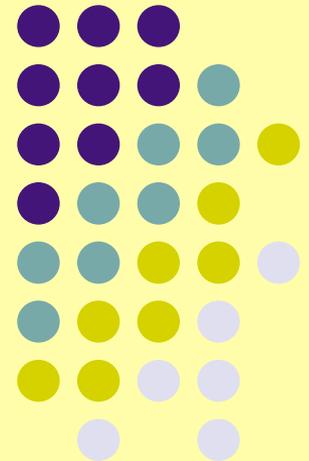
Students plan and participate in an activity that brings closure to the story.

For Communities Make Decisions...

Students plan a community celebration based on the outcome of the critical incident.

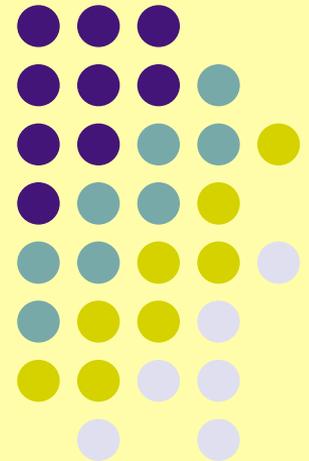
# ...And Another Example

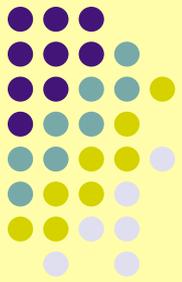
## The Struggle for Independence

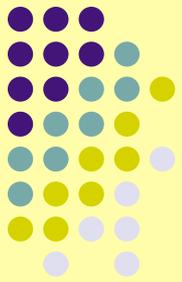


# ***Struggle for Independence***

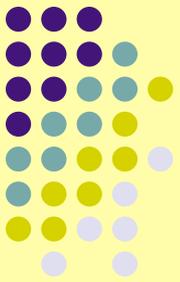
- Episode 1: Colonial Boston**
- Episode 2: The Colonists**
- Episode 3: Life and Work in Colonial Boston**
- Episode 4: Taxes from Britain**
- Episode 5: Arrival of British Troops**
- Episode 6: The Boston Massacre**
- Episode 7: A Bold Protest**
- Episode 8: Declaring a Position**







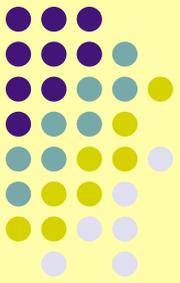
# Character Biography



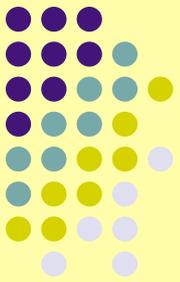
- Character' s Name
- Age
- Responsibilities at home
- Jobs in family business
- Personality traits
- Leisure activities
- Interesting life experience
- Relatives or close friends

## Assessment:

The biography is appropriate to the family and colonial times. It includes an anecdote that is imaginative and believable. The figure of the character matches the biography.



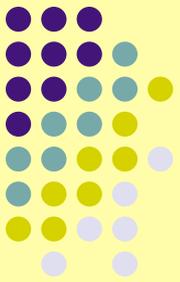
# Literacy



- **Organize social studies content by providing a meaningful context for learning the skills of literacy. (The logic of narrative, or story, is a powerful structure for organizing content when teaching for understanding.)**
- **Develop students' literacy skills so they can apply them strategically to make sense of what they read and write.**
- **Create lessons so that students know the why, when, and how to apply such skills so that they become independent readers and writers.**

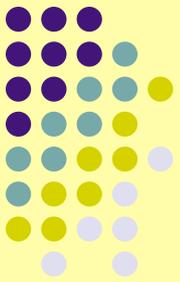
# Literacy

## The Reading Process



**Focus direct instruction lessons to assist in reading.**

- **Use of index, table of contents, etc.**
- **Evaluate primary sources**
- **Distinguish fact from opinion**
- **Recognize biased language**
- **Find main idea and supporting details**
- **Compare and contrast information**
- **Recognize and make inferences**
- **Connect information to what you already know**
- **Scan to quickly find information**
- **Understand visuals**



# Literacy

# Teach Vocabulary in Context

**Teach vocabulary in context with clear definitions and explicit instruction; vocabulary is introduced and reinforced through multiple approaches.**

- **Visual representations**
  - **Talking and Listening (substantive discussions)**
  - **Role playing**
- Before ...**
- **Writing**

## PRIMARY SOURCE: NEWSPAPER ARTICLE

The BOSTON



Evening-Post.

*Containing the freest & most important**Advice, Foreign and Domestic.*

October 29

The inhabitants of this town have been of late greatly insulted and abused by some of the officers and soldiers, several have been assaulted on frivolous pretences, and put under guard without any lawful warrant for so doing. A physician of the town walking the streets the other evening, was jostled by an officer, when a scuffle ensued, he was afterwards met by the same officer in company with another, both as yet unknown, who repeated his blows, and as is supposed gave him a stroke with a pistol, which so wounded him as to endanger his life. A tradesman of this town on going under the rails of the Common in his way home, had a thrust in the breast with a bayonet from a soldier; another person passing the street was struck with a musket, and the last evening a merchant of the town was struck down by an officer who went into the coffee-house, several gentlemen following him on, and expostulating with the officers, were treated in the most ungentle manner; but the most atrocious offence and alarming behaviour was that of a captain, the last evening, who in company with two other officers, endeavoured to persuade some

Negro servants to ill-treat and abuse their masters, assuring them that the soldiers were come to procure their freedoms, and that with their help and assistance they should be able to drive all the Liberty Boys to the devil; with discourse of the like import, tending to excite an insurrection. Depositions are now taking before the magistrates, and prosecutions at common law are intended, the inhabitants being determined to oppose by the law such proceedings, apprehending it the most honourable as well as the most safe and effectual method of obtaining satisfaction and redress; at the same time they have a right to expect that General Gage will not remain an unconcerned spectator of such a conduct in any under his command.

—Here Americans you may behold some of the first fruits springing up from that root of bitterness a standing army. Troops are quartered upon us in a time of peace, on pretence of preserving order in a town that was as orderly before their arrival as any one large town in the whole extent of his Majesty's dominions; and a little time will discover whether we are to be governed by the martial or the common law of the land.

~from *The Boston Evening-Post*, October 29, 1768.

## PRIMARY SOURCE READING GUIDE

### *The Boston Evening-Post*

The article from the *Boston Evening-Post* is a primary source. It was written in 1768. Historians can use this article to learn about events in Boston during this time period.

Effective readers first think about the author's purpose for writing and then about what they already know about the topic. Then they often read and reread to make sure that they understand the text. Read this article at least two times. Read it aloud to a partner at least one time. Look for the most important ideas. Then use the questions below to help you better understand the article.

1. In colonial times, newspapers sometimes tried to persuade others to think or act in certain ways. Do you think the writer is trying to persuade the reader? Give examples from the text to support your answer.

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2. Do you think the writer supports the patriots or the loyalists? How do you know?

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3. The writer effectively used the writing trait of word choice to help persuade the reader. The article contains lively verbs, specific nouns, and colorful adjectives (or describing words). Circle the words and phrases that you think helped the writer effectively convey his message.

4. Reread the last paragraph of the article. What are the "first fruits"?

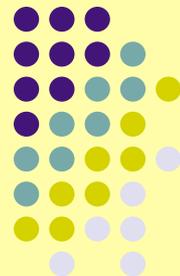
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5. What is this article mostly about?

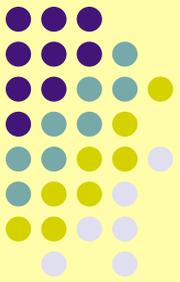
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# Literacy

# The Writing Process



**Focus direct instruction lessons to assist in writing.**

- **Use the writing process**
- **Write for a variety of purposes**
- **Effectively use writing traits**
- **Evaluate writing**

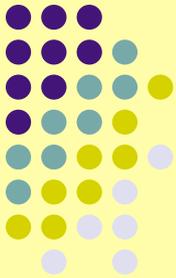
## FAMILY POSITION STATEMENT

### Loyalist or Patriot?

1. Brainstorm. We'll do this in class together.
2. Organize your thoughts. Think of the position your family is taking, and then think of the opposite point of view. For each position, think of at least three advantages and three disadvantages.

	Colonists with Britain <b>LOYALISTS</b>	Citizens of Independent Nation <b>PATRIOTS</b>
<b>Freeds</b> and rights we would have		
<b>Responsibilities</b> we would have		
<b>Advantages</b> in daily life to <ul style="list-style-type: none"> <li>• business</li> <li>• future for family</li> <li>• future for colonies</li> </ul>		
<b>Disadvantages</b> in daily life to <ul style="list-style-type: none"> <li>• business</li> <li>• future for family</li> <li>• future for colonies</li> </ul>		

**Assessment:** The position statement presents a position that logically reflects the character's or family's point of view. The statement provides reasons to support the position and demonstrates an understanding of the events, the impact of the events on the family, and the costs and benefits associated with the position.



## PREWRITING: PERSUASIVE LETTER

In character, write a letter to a friend explaining why you have decided to become a patriot or loyalist. Try to persuade your friend to take your side.

### 1. Get organized.

- Use the Family Position Statement chart to help you get organized.
- Make an outline or a list if that helps organize your thoughts.
- Put your most important arguments first.
- Include arguments about the opposite point of view, too.

### 2. Write a rough draft.

Use another sheet of paper to write your rough draft. The draft should include the following:

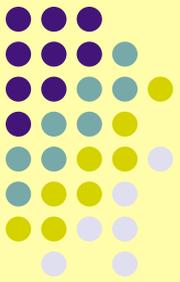
- **Letter Format:** Write a date in early 1774 and a greeting.
- **Opening:** State your decision to become either a loyalist or patriot.
- **Body:** Include at least one paragraph of five to seven sentences explaining why you have made this decision. Include at least three reasons why you have decided to join the loyalist or patriot side. Use words such as *because* and *for example* to add details about your reasoning.
- **Body:** Include at least one paragraph stating why someone might take the opposite point of view. Next write why you think those views are understandable, but why you believe differently. State your specific reasons.
- **Conclusion:** Restate your position and express concern or some other feeling about the person to whom you are writing and yourself. Include a call to action to think or act as you do.
- **Closing:** Include a complimentary closing and your signature.

### 3. Edit.

Reread your draft. Think about word choice. Do the words you have chosen reflect strong feelings about the position you have taken? Does your letter persuade the reader to take your point of view?

Use Step 2 as a checklist as you finish your editing.

### 4. Write your final copy on the next page.



## A student response

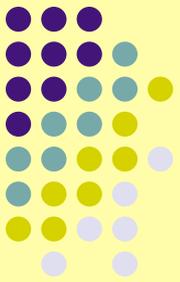
Dec. 18, 1773

*Dear Beth and John,*

*I've finally come to a decision, and I want to be a loyalist. I know this is rather shocking news but feel no urge to have my grandson or my son-in-law go fight. I am highly against treason and having my family go die for a few pence. We must remember Britain has the strongest army on the face of the earth and we stand no chance against them. I know you feel differently about this war but did you ever think about your husband having a bayonet going through him? Did you realize you could be killing family? I know this is a very difficult decision and I don't want to push you. When you've reached your decision, please write. Remember I support you no matter what.*

*Your cousin,  
Catherine Hawkins*

# Fair Go Model of Student Engagement\*

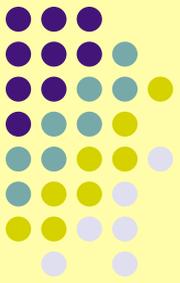


**Centralizes**  
**Student Engagement**

**...to enhance both  
learning and social outcomes  
students need to “buy into” the educational  
experience**

\*<http://www.psfp.nsw.edu.au/projects/index.html#Fair%20Go>

# Features of Engaging Classrooms



- High cognitive, high affective and high operative tasks
- Quality instructional practices
- “Insider classroom” interactions

***Students receive messages about knowledge, their ability, classroom control, their place and their voice.***